**2nd Grade Math, Topic 12.1 Wholes and Equal Parts**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials: | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 2nd grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  **Problem of the Day** 12-1  Show four different ways you can draw one line to cut the square into two equal parts.   * Provide children with paper. Have them fold the paper in half vertically, horizontally, diagonally to verify their responses. You can use geoboards and geobands. * Discuss answers to **Problem of the Day.** *Picture 1.png* | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction:  Children will determine whether a shape has been divided into equal and unequal parts.  Equal  Unequal  Halves  Thirds  Fourths | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Attention: Fraction circle tiles for each student/pairs  Problem: Mix up shapes and distribute to children or pairs. Sort the shapes into groups with equal and unequal parts. Then show you halves, then, thirds, then fourths.  Students get into pairs and figure out the problems using their 6 dimes. Talk about the their answers, reemphasize the vocabulary.  Extend: show two ways to split a circle in halves, thirds, and fourths. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge on student page and projected (if access to document camera)  *Guided Practice:* problems 12.1 | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems 12 - 14. | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 12-1** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Try Together** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** (Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day** using estimation. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 12-1** | |